

## Reporting and Assessment at Chew Valley School 'At A Glance'

July 2023.

At each monitoring point, your child will be awarded an attainment grade as well as scores for their attitudes towards their learning. Please see below for more detail.

### Attainment Grades:

<b>Year group</b>	<b>Type of grades given</b>
7, 8 and 9	Current working grade (CWG) – the grade awarded is based on the information given in <b>Table I below</b> . See page 5 onwards for more detailed information.
10, 11 and 12	Current working grade (CWG). See page 6 onwards for more detailed information. Forecast grade (FG) - based on all current evidence and using the teacher's professional judgement this is the Forecast Grade for end of Year 11 or 13 if the student continues to learn in this way. Please note that this forecast is not set in stone; it can change by going up or down depending on the students efforts in that subject in between now and the summer examinations. Year 10 and 11 – National Calculated Grades (NCGs). See explanation given on page 7. Year 12 – Benchmark grade. See the explanation given on page 7.

### Table I:

Grades 7-9	Students awarded grades 7-9 demonstrate advanced knowledge and understanding of the key age-related content and skills for that subject. They are likely to be able to apply knowledge and skills to a range of problems within the subject.
Grades 4-6	Students awarded grades 4-6 are demonstrating a secure understanding of the key age-related content and skills for that subject. Students in this range will have a good understanding of concepts and knowledge and usually need to develop their ability to apply it further.
Grades 1-3	Students awarded grades 1-3 are working towards demonstrating a fully secure understanding of the key age-related knowledge and skills for that subject. They

	should continue to develop their retention of key content and practise how best to apply it.
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**Attitude to Learning Scores:** These are based on the grids shown on pages 3 and 4. Students are assessed as E (Excellent), G (Good), I (Insufficient) or P (Poor) for behaviour, attitude to learning, independent study and response to feedback. The criteria presented in the grid is sent with your child's report:

**Please see page 5 for FAQs regarding Y7-9 reports.**

**Please see page 7 for FAQs regarding Y10, Y11 and Y12 reports.**

## Attitude To Learning Reporting Grid at Chew Valley School Years 7-11:

### Behaviour for Learning

	Excellent	Good	Insufficient	Poor
 <i>Attitude to learning</i>	<ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Rarely off-task</li> <li>• Seeks challenge</li> <li>• Perseveres</li> <li>• Asks questions to extend thinking</li> <li>• Approaches learning with active interest</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to good standard</li> <li>• Answers questions</li> <li>• Comes prepared for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Variable focus</li> <li>• Avoids challenging tasks</li> <li>• Passive in the classroom</li> <li>• Does the minimum possible.</li> <li>• Does not always complete class work set</li> <li>• Sometimes comes prepared for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Disrupts the classroom</li> <li>• Work often incomplete or inadequate.</li> <li>• Rarely comes prepared for the lesson</li> </ul>
<i>Response to feedback</i>	<ul style="list-style-type: none"> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Learns from setbacks and mistakes</li> <li>• Reviews own progress, acting on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Shows progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes attempts to act on feedback</li> <li>• Needs direction to rectify errors or learn from mistakes.</li> <li>• Makes little progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> </ul>
<i>Independent study</i>	<ul style="list-style-type: none"> <li>• Starts learning readily</li> <li>• Seeks own solutions to problems</li> <li>• Asks questions</li> <li>• Organises time effectively</li> <li>• Meets all deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Shows good application</li> <li>• Seeks help when needed</li> <li>• Homework shows good effort</li> <li>• Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supervision to attempt tasks</li> <li>• May give up easily</li> <li>• Misses some deadlines</li> <li>• Homework often lacks effort</li> </ul>	<ul style="list-style-type: none"> <li>• Normally requires close supervision to attempt learning tasks</li> <li>• May refuse support</li> <li>• Misses most deadlines</li> </ul>
<i>Behaviour</i>	<ul style="list-style-type: none"> <li>• Seeks solutions to difficulties</li> <li>• Sets an example</li> <li>• Takes responsibility</li> <li>• Shows respect and understanding for others</li> </ul>	<ul style="list-style-type: none"> <li>• Follows all instructions</li> <li>• Shows kindness, consideration and respect</li> <li>• Listens carefully</li> <li>• Understands views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supervision to ensure instructions are followed</li> <li>• May distract others</li> <li>• May be off-task</li> <li>• Reluctant to understand the views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the classroom or school environment</li> <li>• Rarely takes responsibility for their own behaviour</li> </ul>

## Attitude To Learning Reporting Grid at Chew Valley School Years 12 and 13:

	<b>Excellent</b>	<b>Good</b>	<b>Insufficient</b>	<b>Poor</b>
<i>Independent Study</i>	<ul style="list-style-type: none"> <li>Starts learning readily</li> <li>Seeks own solutions to problems</li> <li>Asks questions</li> <li>Organises time effectively</li> </ul>	<ul style="list-style-type: none"> <li>Shows good application</li> <li>Can find solutions to problems</li> <li>Seeks help when needed</li> <li>Organises time well</li> </ul>	<ul style="list-style-type: none"> <li>Requires close supervision to attempt tasks</li> <li>Work is often rushed</li> <li>Gives up easily</li> </ul>	<ul style="list-style-type: none"> <li>Normally requires pressure to attempt learning tasks</li> <li>Does not engage unless closely monitored</li> <li>May refuse support</li> </ul>
<i>Quality of Work</i>	<ul style="list-style-type: none"> <li>Takes great pride in all classwork and homework</li> <li>Responds positively to praise and critique</li> <li>Learns from setbacks and mistakes</li> <li>Reviews own progress, acting on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Takes pride in all classwork and homework</li> <li>Shows a desire to improve</li> <li>Takes action based on feedback</li> <li>Shows progress over time</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework is sometimes incomplete</li> <li>Needs close direction to rectify errors or learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework is often incomplete</li> <li>Does not attempt to act on feedback</li> <li>Responds negatively to praise or critique</li> </ul>
<i>Preparation &amp; Contribution</i>	<ul style="list-style-type: none"> <li>Excellent focus</li> <li>Rarely off-task</li> <li>Seeks challenge</li> <li>Perseveres</li> <li>Asks questions to extend thinking</li> <li>Approaches learning with active interest</li> </ul>	<ul style="list-style-type: none"> <li>Good focus</li> <li>Responds positively to challenging activities</li> <li>Completes all work set to good standard</li> <li>Answers questions</li> <li>Connects ideas</li> </ul>	<ul style="list-style-type: none"> <li>Poor focus</li> <li>Avoids challenging tasks</li> <li>Gives up easily</li> <li>Passive in the classroom</li> <li>Does as little as possible</li> </ul>	<ul style="list-style-type: none"> <li>Shows little focus</li> <li>Disrupts the classroom</li> <li>Work often incomplete or inadequate</li> </ul>
<i>Punctuality of assignments</i>	<ul style="list-style-type: none"> <li>Meets all deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Misses some deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Misses most deadlines</li> </ul>

## **1. What is a Current Working Grade (CWG)?**

This grade is based on all learning and the quality of work produced so far this academic year. It is an age-related grade that is based on subject mastery and knowledge of skills required at each assessment point *for their year group*. The CWG combines the quality of work, teachers professional judgement and their knowledge of the standard of work required at that age group for that grade.

These grades **do not tell you what a student would get if they took a GCSE at that moment in time**. For example, if a pupil gets a grade 8 in Year 7 Term 2, it means we think they are demonstrating advanced knowledge and understanding in that subject at that time for their age.

## **2. Is my child guaranteed or limited to these grades?**

Not at all; all grades are available. This grade is based on

- the teacher's professional judgement
- the evidence from the work produced up to that point in the academic year
- the child's knowledge and understanding of the key age-related content and skills for that particular subject

All grades are still available and will depend on teaching, learning, work ethic, attitude and attendance over the year.

## **3. What if my child's grades have declined since the previous year?**

The grades given in a year will be based on assessments covering that year's content and grade boundaries for that age group. In some subjects, the boundaries will increase after moderation by subject staff and advice from external sources and also with the increase in demand as your child moves up the school.

## **4. How else will I receive an update on my child's progress during the year?**

As well as the three monitoring reports that you will receive via Insight throughout the year, there will also be a subject teacher parents' evening and a meet the tutor evening where you can meet the teachers and discuss your child's progress in school.

## **5. What useful conversations can I have as a parent to support learning?**

The most useful conversation should be around your child's grade and how that links to their attitude to learning scores. If your child can improve in any of the four areas (*attitude to learning, response to feedback, independent study and behaviour*) they should focus on this. Improving in these areas will improve their attainment and progress and ultimately their final grades.

Other links that you might find useful to help support your child with their studies:

<https://www.bbc.co.uk/bitesize/parents>

<https://www.childline.org.uk/get-involved/articles/five-ways-cope-revision-stress/>

[Supporting Your Child Through Their GCSEs | Success At School](#)

[How to Help Your teen Revise for Their Exams \(theparentsguideto.co.uk\)](#)

**6. What should I do if I am worried about my child's performance in a particular subject?**

If you have subject specific questions, then please contact the class teacher that your child has for that subject either via telephone or email. They will get back to you as soon as they can and you will be able to discuss any concerns in that way.

**7. What should I do if I am worried about my child's performance in general, for example, all of their independent learnings scores are poor?**

If you have general queries about your child's progress, please contact your child's tutor in the first instance. They will either be able to help you themselves, or they will be able guide you to the correct people who will be able to answer your questions and provide you with some support.

FAQs with regard to your child's report in Y10, Y11 and Y12:

### 1. What is a Current Working Grade (CWG)?

Based on all **current** evidence and using the teacher's professional judgement this is the grade the student is currently working at.

### 2. What is a Forecast Grade (FG)?

Based on all **current** evidence and using the teacher's professional judgement this is the Forecast Grade for the end of Year 11 or Year 13 if the student continues to learn in this way. Please note that this forecast is not set in stone; it can change by going up or down depending on the students efforts in that subject in between now and the summer examinations.

### 3. National Calculated Grades (NCGs)

This is your child's aspirational target grade.

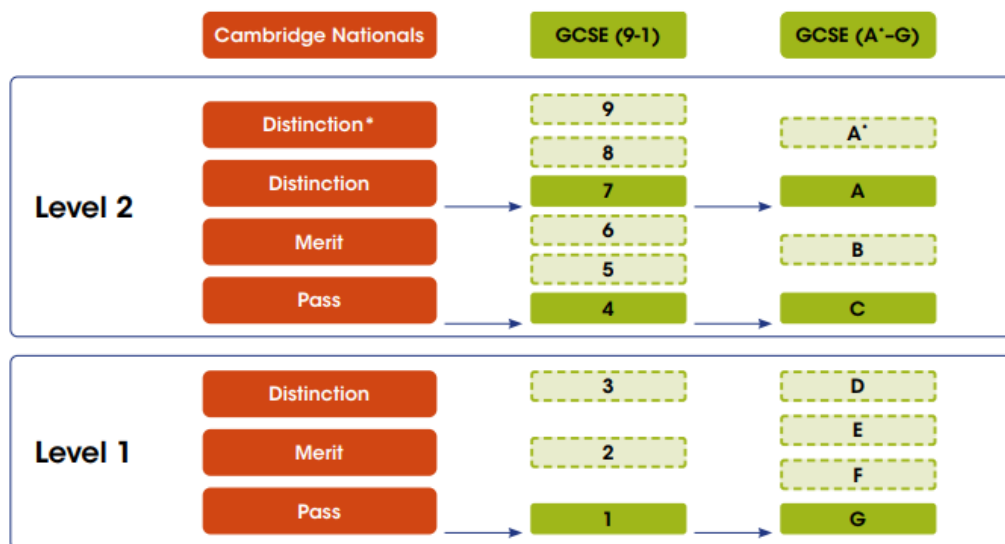
### 4. Is my child guaranteed or limited to these grades?

Not at all; all grades are available. This grade is based on

- the teacher's professional judgements
- the learning completed so far this year
- our learning from last year's Level 2 and Level 3 results

All grades are still available and will depend on teaching, learning, work ethic, attitude and attendance between now and the final exams.

### 5. How do GCSE and A Level\* grades compare to the grades awarded for vocational qualifications?



**\*for information on this please contact your child's subject teacher as Level 3 vocational qualifications vary with the subject covered.**

### 6. What if my child's grades have declined since the last monitoring point?

Data was based on assessments covering Level 2 / Level 3 content. In some subjects, the grade boundaries may have increased and moderation and advice from external examiners of practical or

coursework-based subjects such as PE, Drama, Art, Music, Dance, business and DT have given us new information which we can now apply to this year's cohorts.

### **7. Why are some subjects forecasting a big improvement and some subjects forecasting little or no improvement?**

Each subject is different, in terms of the journey through the two years and how it is assessed. Subjects with coursework-based components will often be lower at this point because the CWG will not include any incomplete tasks. If they remain incomplete then the grade will not improve.

Other subjects that are usually fully assessed by terminal exams have less difference in grades because the teacher is suggesting that all content so far has been learnt to a certain level and they are forecasting that all new content will be learnt to a similar level, this is still good progress as the student still has to learn and retain all current and new content that will be covered in the next nine months.

### **8. Will I receive an update on my child's progress between now and the exams for Y11 and Y13 students?**

Yes, in December (Y11) or January (Y13) your child will sit formal mock exams in all subjects in exam conditions. You will receive the grades in a format that is similar to the Level 2/Level 3 results, thus replicating summer results. The grades that your child receives will be the next CWG. You will also receive a forecast grade based on how your child has performed and what the teacher believes they are capable of in the last 4 months of their GCSE/A Level career.

### **9. What useful conversations can I have as a parent to support learning?**

The most useful conversation should be around your child's grade and their attitude to learning scores. If your child can improve in any of the four areas (*attitude to learning, response to feedback, independent study and behaviour*) they should focus on this. Improving in these areas will improve their attainment and progress and ultimately their final grades.

Other links that you might find useful to help support your child through the public examinations:

<https://www.childline.org.uk/get-involved/articles/five-ways-cope-revision-stress/>

[Supporting Your Child Through Their GCSEs | Success At School](#)

[How to Help Your teen Revise for Their Exams \(theparentsguideto.co.uk\)](#)

<https://www.schoolguide.co.uk/blog/how-to-help-your-child-get-good-a-level-grades>

### **10. What should I do if I am worried about my child's performance in a particular subject?**

If you have subject specific questions, then please contact the class teacher that your child has for that subject either via telephone or email. They will get back to you as soon as they can and you will be able to discuss any concerns in that way.



**11. What should I do if I am worried about my child's performance in general, for example, all of their independent learnings scores are poor?**

If you have general queries about your child's progress, please contact your child's tutor in the first instance. They will either be able to help you themselves, or they will be able to guide you to the correct people who will be able to answer your questions.